

Unit 1: Identity

Content Area: **Generic Content Area**
Course(s): **Generic Course, WORK SKILLS**
Time Period: **Generic Time Period**
Length: **Up to 10 Weeks**
Status: **Published**

Unit Overview

Students will be able to identify his or her feelings and emotional changes that take place during adolescence to help achieve certain developmental tasks such as taking responsibility, demonstrating self control, having respect, becoming independent, showing integrity and learning about different types of personalities and how to interact.

Transfer

Students will be able to independently use their learning to...

- Accept others for another person's differences
- Accept who they are through their life experiences.
- Build self-concept and self-esteem.
- Demonstrate control and responsibility.
- Demonstrate respect and have integrity.
- Use the four different functions of behavior to improve self-awareness.
- Take accountability for his or her actions.
- Apply positive strategies for coping.

-What kinds of long term, independent accomplishments are desired?

- Students should be able to independently and appropriately monitor their own attitudes and behaviors.
- Students should be able to independently and appropriately interact with others.
- Students should be able to independently and appropriately act with responsibility, self-control, and integrity.

Meaning

Understandings

Students will understand ..

- What types of physical and emotional changes occur during adolescence.
- That they are in control of their own self concept and self-esteem.
- The importance of being responsible and how it leads to independence.
- The unique personalities of others.
- The importance of developing strong character skills (respect, effort and persistence, self control and integrity).

-What inferences should they make/grasp/realize?

- Adolescent's bodies and minds change rapidly during adolescence.
- Being positive around yourself and others will help you feel good.
- Being responsible and in control leads to more independence.
- People communicate and interact differently and should be treated as you would want them to treat you.
- Having integrity helps enhance and maintain positive relationships.

Essential Questions

- How does your attitude and behavior affect you and others?
- Who are you as a person?
- What shaped you as an individual?
- Students should be able to independently and appropriately act with responsibility, self-control, and integrity?
- What is your self-concept?
- How do you build your self-esteem?
- What does it mean to accept responsibility and have self-control?
- Why do people have different personalities?
- How do you interact with different types of people?
- How do you show respect for yourself and others?
- Why is it important to have integrity?

Application of Knowledge and Skill

Students will know...

Students will know...

Differences between people (self and others)

What experiences shape their identity.

Steps to building positive self-concept and self-esteem.

How to be in control and show responsibility.

How to show respect and have integrity.

The four different functions of behavior.

That there are consequences for his or her actions.

Positive and negative strategies for coping.

What facts and basic concepts should students know and be able to recall?

Students should be able to list several events in his or her life that shaped his or her identity.

Students should be able to describe several ways to build positive self-esteem and maintain self control.

Students should be able to define and give examples of responsibility, consequence, accountability, persistence and integrity.

Students should be able to figure out a way to identify his or her function of behavior and correct his or her actions.

Students should be able to adapt appropriate coping mechanisms when faced with a challenge.

Students will be skilled at...

Accepting other for another person's differences

Accepting who they are through their life experiences.

Building self-concept and self-esteem.

Demonstrating control and responsibility.

Demonstrating respect and have integrity.

Using the four different functions of behavior to improve self-awareness.

Taking accountability for his or her actions.

Applying positive strategies for coping.

Academic Vocabulary

adolescence	self respect	optimist
physical change	self-concept	pessimist
emotional change	self-esteem	responsibility
growth spurt	self-confidence	independence
hormones	effort	self-control
emotions	persistence	personality traits
respect	attitude	integrity

Learning Goal 1.A

- Students will be able to identify their behaviors and feelings while demonstrating appropriate self-control.

HPE.2.1.12.A.1

Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.

HPE.2.2.12.B.1

Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.

Target 1.A.9

- Students will be able to demonstrate behavior that indicates knowledge of right and wrong by reading different scenarios and reacting to them.

Target 1.A.10

- Students will be able to predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others by responding to random situations.

Target 1.A.11

- Students will be able to analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness by evaluating a step-by-step process in becoming a model citizen.

Learning Goal 1.B

- Students will be able to identify the functions of behavior and evaluate their actions and consequences.

SOC.K-12.6.1.8

Demonstrate behavior that indicates knowledge of right and wrong.

SOC.K-12.6.1.9

Solve problems in socially appropriate ways.

Target 1.B.9

- Students will be able to demonstrate behavior that indicates knowledge of right and wrong by understanding the four functions of behavior.

Target 1.B.10

- Students will be able to solve problems in socially appropriate ways by identifying their actions and corresponding consequences.

Learning Goal 1.C

- Students will be able to apply appropriate coping skills in difficult situations.

HPE.2.1.12.E.4

Develop a personal stress management plan to improve/maintain wellness.

HPE.2.1.12.E.CS2

Stress management skills impact an individual's ability to cope with different types of emotional situations.

Target 1.C.9

- Students will be able to develop a personal stress management plan to improve/maintain wellness by identifying healthy and unhealthy coping strategies.

Target 1.C.10

- Students will be able to apply various coping skills by knowing the pros and cons of each.

Summative Assessment

- end of unit or chapter tests
- oral examination
- participation in lecture, discussion or group work
- projects
- structured observation

21st Century Life and Careers

CRP.K-12.CRP4.1

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP6.1

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Formative Assessment and Performance Opportunities

- do now
- exit ticket
- graphic organizer
- questioning/discussion
- role play
- simulation
- task analysis
- task rubric
- teacher observation
- think-pair-share
- visual representations
- weekly quiz
- work product

Differentiation/Enrichment

- 1:1 instruction
- cueing / prompting
- reinforcement activities
- role playing / simulation
- small group instruction

- visual supports

Unit Resources
